EIR Fidelity Measures: Small Group Workshops with Abt Evaluation TA Team

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Agenda

- Introduction

- EIR criteria for fidelity measures

- Creating a fidelity measure

- Common challenges

- Breaking into small work groups to work on fidelity measures

EIR Criteria for Fidelity Measures

- Defines what constitutes full implementation of ***each key component*** of the EIR-funded intervention that appears in the project logic model

- Specifies for each key component a ***threshold level of implementation*** that must be met for that component to be scored as achieving "fidelity"

- Specifies for each key component a threshold level of implementation ***at the level of the entire sample*** – across all schools, all teachers, etc., in the implementation sample

- Specifies for each key component the ***sources of data*** for calculating a score on fidelity of implementation

Creating a Fidelity Measure: Defining What Constitutes Full Fidelity In tersmf of Measurable Indicators

-1-
Define fidelity of implementation of key component

-2-
Restate definition into a set of _measureable_ indicators

-3-
Determine unit of implementation where fidelity "resides"

Usually multi-part

e.g., Fidelity of implementation = teachers participate in all training opportunities provided by program

Quantitative

e.g., "Teachers attend initial 5-day training, quarterly meetings, and annual 1-day re-training in years 2-3"

Establishes base unit of measurement

e.g., teachers, schools, districts, program

Creating a Fidelity Measure: Creating An Overall Score and Threshold that Defines "Fidelity of Implementation"

-4-
For each indicator, determine scores for levels of implementation

-5-
Determine overall scoring for component across indicators (at unit level)

-6-
Establish threshold score (across indicators) that represents fidelity at unit level

Usually ordinal

e.g., 1 = low level of implementation; 2 = moderate level of implementation; 3 = high level of implementation

Total ranges from 0 to X

e.g., "Total score across three indicators ranges from 0 to 6 for a teacher"

Total minimum score to demonstrate fidelity

e.g., threshold fidelity score for a teacher ≥5

Creating a Fidelity Measure: Define Threshold Score at Program/Sample Level that Constitutes "Fidelity of Implementation"

-7-
Determine scores for level of implementation at program level

-8a-
Establish threshold score that represents fidelity at program level

Across all units in implementing sample

e.g., 1 = ≤50% of teachers meet threshold score of 5; 2 = 51-75% of teachers meet threshold score of 5; 3 = ≥76% of teachers meet threshold score of 5

Minimum score for fidelity

e.g., at program level, score of 2 (≥51% of teachers meet score representing fidelity)

Creating a Fidelity Measure: When Fidelity Measure Involves Rolling Up Score to Grade/School/District Before Determining Sample Level Fidelity

-7a-
Determine scores for level of implementation when unit level is rolled up to next higher level (e.g., school)

-8a-
Determine threshold for fidelity at higher level

-9a-
Establish threshold score that represents fidelity at sample level

Across all higher-level units in implementing sample

e.g., 1 = ≤50% of teachers in school meet threshold score of 5;
2 = 51-75% of teachers in school meet threshold score of 5;
3 = ≥76% of teachers in school meet threshold score of 5

Levels of implementation

e.g., 1 = ≤50% of schools have score of 2;
2 = 51-75% of schools have score of 2;
3 = ≥76% of schools have score of 2

Minimum score for fidelity

e.g., at sample level, ≥51% of schools have score of 2

Common Challenges

- Whether and how to weight indicators differently

  - Using different score ranges for indicators essentially applies more weight to indicators with higher total scores (intentionally or inadvertently)

- Making all indicators for a key component have the same base unit of implementation

  - Makes it more difficult to combine indicators with different base units

- Choosing between defining fidelity by (a) actions of grantee, (b) participation of target individuals, or (c) both

  - Should align with logic model and whether participation is included as key component(s)

- Determining how to include quality and quantity in measuring fidelity of implementation

  - Makes it more difficult to combine indicators with different base units

New Challenge of Adapting Implementation Evaluation When Intervention Changes because of COVID

STEP 1 Review logic model & modify, if needed

**STEP 2** Review fidelity measure & modify, if needed

STEP 3 Track versions of program model being implemented

STEP 4 Assess and report fidelity for all versions of program model to tell a story

Tracking Implementation to Understand Differences Across Sites & Over Time: Even More Important During COVID

- Analysis of fidelity of implementation will need to take account of which versions of program model are being implemented, when and with whom
  - Which versions: Virtual, blended, in-person
  - Same or different versions in different schools
  - Same or different versions in each school over time
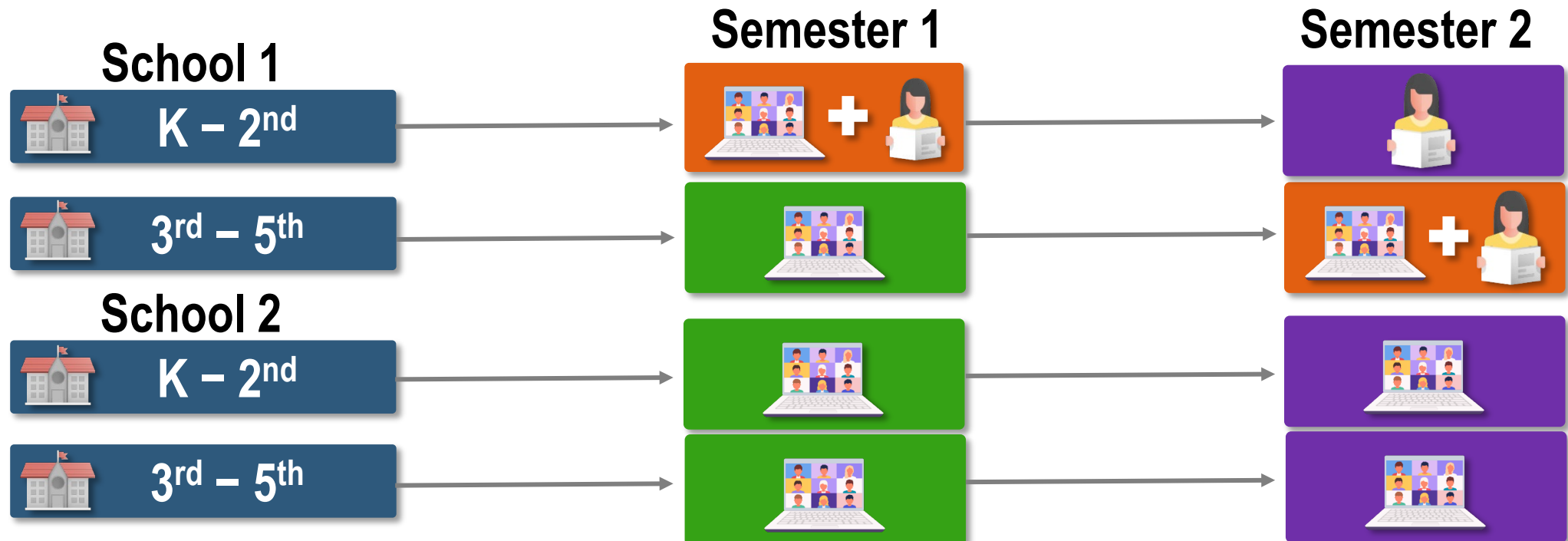
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